

A decorative graphic consisting of two overlapping circles in shades of blue and purple, with a white arc curving over the top of the circles.

Nebraska Social Studies Standards

October 3, 2019

Today, we will...

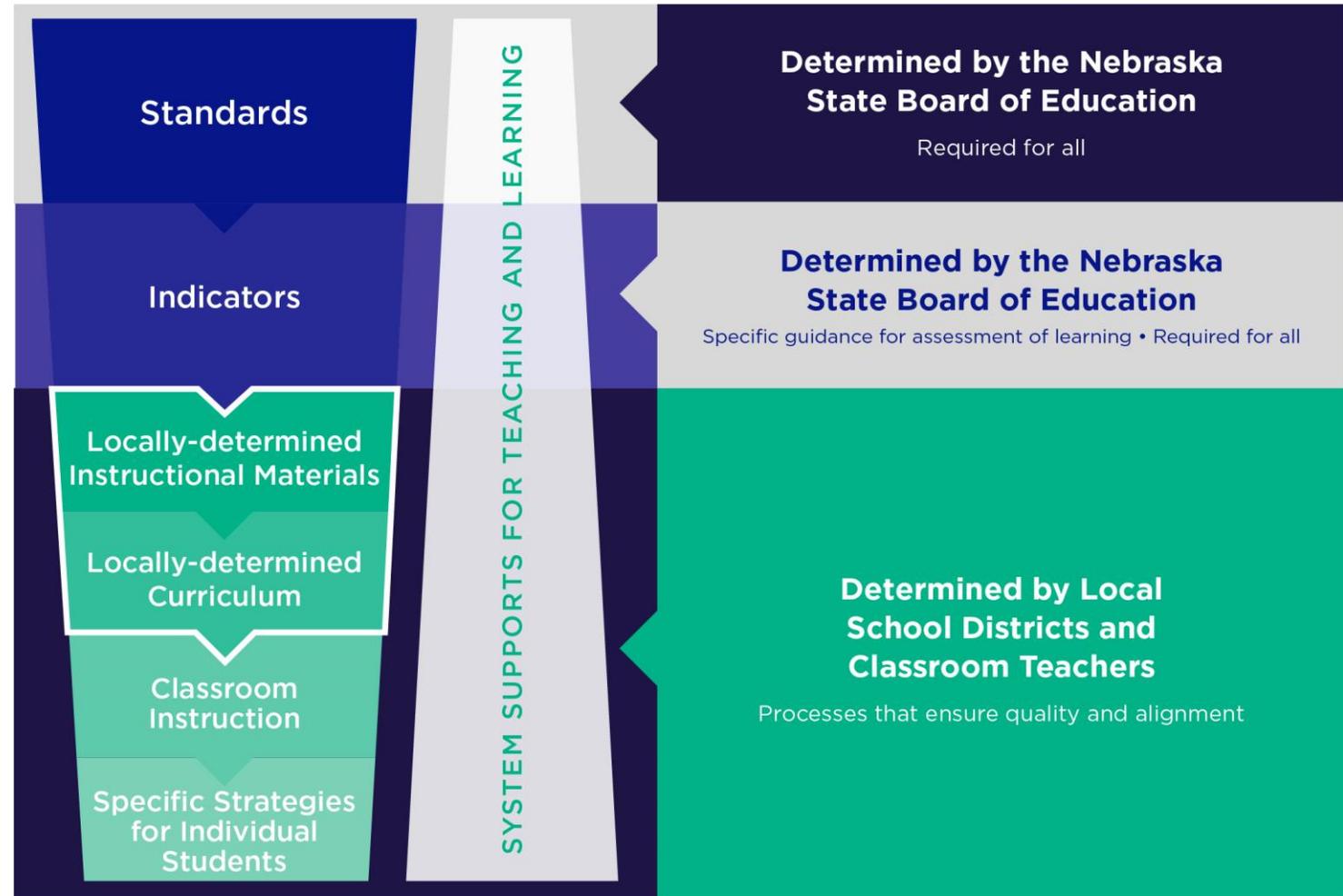
- Situate the social studies standards within social studies education.
- Provide an overview of the structure of the social studies standards.
 - Describe the process to collect stakeholder input.

Guiding Principles for Social Studies Education

- Social Studies Education...
 - Prepares students for college, careers, and civic life.
 - Composed of understandings, concepts, and skills from civics, economics, geography, and history.
 - Driven by inquiry.
 - Creates interdisciplinary applications.
 - Emphasizes skills and practices as preparation for decision-making.
 - Supports and enhances literacy instruction.

- The Nebraska Social Studies Standards must...
 - Require students to learn fundamental knowledge in civics, economics, geography, and history.
 - Encourage students to participate as informed, thoughtful, and engaged citizens.
 - Allow students to develop the actions and dispositions needed to fulfill civic rights and responsibilities.

Standards Vs. Curriculum



Organization and Structure

- Standard:
 - A broad, content-based statement that describes the cognitive, affective, or psychomotor learning expectations.
- Indicator:
 - Specifies what a student must know and be able to do to meet a standard.
- Examples:
 - Provide guidance relative to topics that may be included in the local curriculum to meet the learning expectations of the standards and indicators.

NEBRASKA SOCIAL STUDIES STANDARDS



- Utilized Nebraska educators to revise the 2012 Nebraska Social Studies Standards
- Reviewed evaluations of the 2012 Nebraska Social Studies Standards:
 - [Social Studies Instruction in Nebraska](#)
 - [Educator Focus Groups](#)
- Reviewed evidence-based practices and social studies standards from other states.

Organization and Structure – Cont.

- K-8 grade level standards grouped by **disciplines** (civics, economics, geography, and history).
- HS grade band standards organized by **discipline** (civics, economics, geography, and history).
- Standards are grouped by **big ideas**. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005).
- Prior to each grade level and the high school grade band, a **summary statement** and **theme** are included to provide a high-level overview of what students are expected to learn.

An Example...

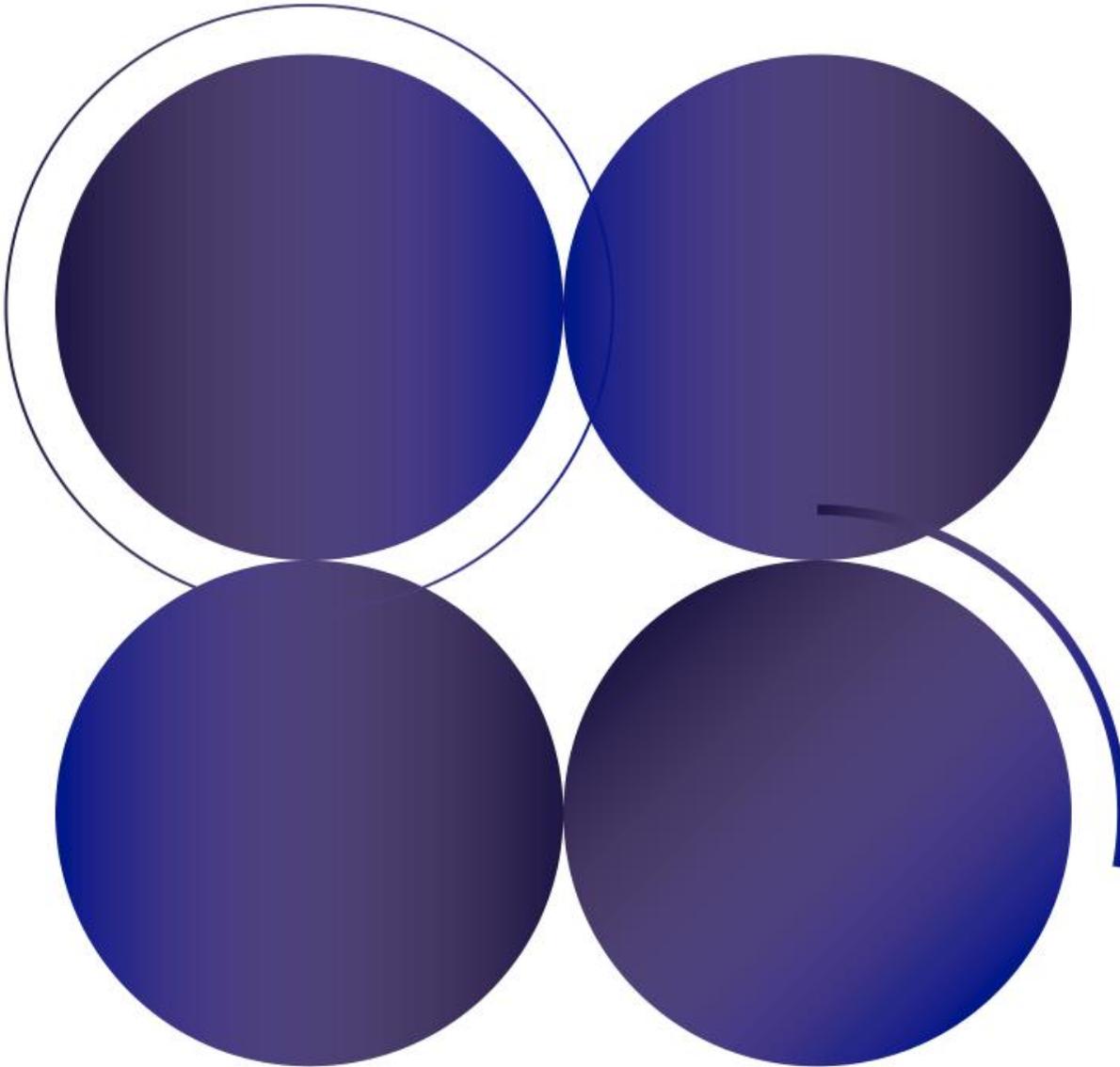
- Discipline:
 - Civics
- Big Idea:
 - Forms and Functions of Government
- Standard (SS 4.1.1):
 - Synthesize and justify the structure and function of Nebraska's government.
- Indicator (SS 4.1.1.e):
 - Justify the importance of roles that leaders and citizens serve in Nebraska government.
- For Example:
 - Governor, state senators, judiciary, tribal leaders, advocacy, group participants.

Key Differences Between 2012 & 2019

2012	2019
Feedback reflected a need to reduce number of standards (depth vs. breadth).	Standards are more focused and provide greater depth versus breadth.
Standards reflected college, career, and civic readiness.	Specific attention was given to skills that help students prepare for college, career and civic life (e.g. embedded inquiry, historical thinking skills, academic vocabulary, civic participation, etc.).
Middle school standards were written at a grade band versus grade level.	The K-8 standards are grade-level specific offering more focus and guidance for middle school instruction.
The provisions within 79-724 were often viewed as separate from social studies instruction.	Intentional integration of revised 79-724 which harmonizes the provisions with social studies instruction.

Stakeholder Input

- Postsecondary Educator Survey
40 responses
- Public Input Survey #1
280 responses
- Public Input Survey #2
544 responses
- Standards Input Email
348 emails
- Targeted Feedback
- Centering Equity in Standards Development



Public Input Survey #2 (N=544)

- Of the respondents, 55% (N=301) identified themselves as educators, and 21% (N=114) as parents/guardians.
- 637 responses (48%) were provided for the high school standards: Civics, Economics, Geography, US History, and World History.
 - About 77% of the responses (970 out of 1,265 responses) agreed or strongly agreed that the standards *reflect the essential knowledge and skills that students need*;
 - About 75% of the responses (943 out of 1,254 responses) agreed or strongly agreed that the standards *provide clear and specific learning targets needed for instruction and assessment*; and
 - About 76% of the responses (943 out of 1,247 responses) agreed or strongly agreed that the standards are *rigorous, and they encourage advanced skill development*.

Next month we will...

- Highlight the comprehensive timeline for the revision.
 - Offer reflections from the writing team.
- Describe the implementation plan and supports.

